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cover design in general is good. The binding and paper are not up to the English average. The print, with but few exceptions, is clear and legible. All said, "the substantial matter is well forged out" and the book is a very good one; it assumes intelligence in the student, which is complimentary to the student.

It is good to have so excellent an edition of the Electra available for our classes. The play deserves more frequent reading among us. With Sophocles, we must take the legend—not more repellent than some others—as we find it, thankful that a ram was put in the thicket for Abraham and that later Greek legend did as much for Agamemnon, but mindful that orthodoxy made better plays at Athens, though not perhaps better rhetoric, than heterodoxy. The play itself is forward-moving and rapid from the first, and full of good lines, good passages and good scenes. The horrible business of matricide is despatched without waste of words or strokes and the best comment is Orestes's own: "All is well within the house if Apollo's oracle spake well". The concluding scene in which Aegisthus is led to his death reaches the high point of tragic irony.

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Livy. Selections from the First Decade. Edited by Omer Floyd Long, of Northwestern University, in the Lake Classical Series. Chicago: Scott, Foresman & Company (1908).

This edition belongs in the series so severely criticized in an editorial in THE CLASSICAL WEEKLY 2. 121. To those who agree with this editorial nothing more need be said, for the entire plan of the book is wrong. If, however, one believes with the editor that students should not be compelled to buy expensive editions, containing masses of material of no practical service to them, and inserted mainly to afford scholars an opportunity of 'showing their ability', such editions as this may well serve as an emphatic protest. The proper interpretation of an author to a class depends in any case largely upon the teacher, and not upon the author's display of erudition in the notes. On the other hand, the student has a right to be supplied with a text with annotations sufficient to meet his reasonable demands. The reviewer would say that this edition is rather too meager.

The Introduction (pp. 9-22) deals with Livy's life, title and scope of his works, earlier histories of Rome, Livy's sources, method and purpose, style and syntax, and is in the main well written, although one can hardly think that the author meant to call Livy's history "a work of art, conscientiously executed by the standards of the author's own day" (the italics are the reviewer's). On p. 17 one should read *were* for "was". Also on p. 19, read *disertissimus* for *dissertissimus*. The text (pp. 23-160) contains twelve selections from Book 1 (about two-

thirds of the book), four each from Books 2 and 3, one each from Books 5 and 7, and two from Book 9. The book is prefaced by two maps, one of Central Italy, and one of the 'Servian City'. The notes are on the same page with the text. The printing is attractive and the proofreading good.

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CORRESPONDENCE

My attention has been drawn to two editorials in THE CLASSICAL WEEKLY 2. 121, 129, containing a criticism of my editorial in The Classical Journal 2. 1, and of my edition of the Phormio. As the remarks made seem to me likely to give a wrong impression to those who do not remember the editorial in question and who have not seen the Phormio, I should like to say a few words on the points raised.

In the first place, I did not in any way criticize or reflect upon the scholarship of the editors of the two textbooks which I reviewed. So far as I knew the books were not open to criticism along that line. I did not examine them from that point of view; to prevent the possibility of confusing issues I assumed that the information contained in them was sound and accurate, nor have I ever had any reason to doubt the correctness of my assumption. What I attacked was the class of college text books which they represented and my criticism was based on the conviction that the books were wholly inappropriate for the students for whom they were ostensibly intended. That Professor Lodge has often heard these books highly commended does not surprise me in the least. I also have heard them commended, but never for their qualities as text books.

With regard to my edition of the Phormio, Professor Lodge intimates that I probably spent two weeks or even less time on it. Some aspects of this remark I do not care to discuss. All I wish to say is that the question of time is not germane to the issue. It does not make a particle of difference whether an editor spends five years or two years or a month in the preparation of his book; or whether he compiles it in *hora stans pede in uno*. There is but one test by which the book should stand or fall: does it meet the needs of the class of students for whom it is written? This brings us at once to the question, what assistance should be given to the average freshman—not the weakest or the strongest, but the average—reading Terence for the first time, in order to enable him to prepare his recitation in a reasonably satisfactory manner? Such a student's needs can be roughly summarized under four heads:

(1) He will find in the play a number of passages, the translation of which will be beyond his powers and equipment. These should be trans-